

Teacher(s): Johnson

Subject: World History

Week of: Mar 5 – 9, 2018

Week: 28

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s): SSWH 8 Describe the diverse characteristics of societies in Central and South America SSWH 10 Analyze the causes and effects of exploration and expansion in to the Americas, Africa and Asia.	Do Now: Guided Instruction (We do)- 10 min quick study Opening: Focused Instruction (I do)- explain test procedures Work Session: Independent Learning (You do alone)- Complete Unit Exam (8 & 10) Closing: Guided Instruction (We do)- Why did you do well or why did you do poorly on this exam? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A
	Purpose: To provide the students with the opportunity to validate their leaning of the information associated with WH 8 & 10			Summative: Unit Exam (8 & 10)
Tues	Standard(s): SSWH 8 Describe the diverse characteristics of societies in Central and South America SSWH 10 Analyze the causes and effects of exploration and expansion in to the Americas, Africa and Asia.	Do Now: Guided Instruction (We do)- Prep for review of Unit test using review handouts Opening: Focused Instruction (I do)- Identify all areas of strengths and weaknesses on the review sheet for remediation Work Session: Guided Instruction (We do)- Breakdown, discuss and review the areas of weakness that will be retested on Wednesday Closing: Guided Instruction (We do)- Last call on questions and confusions Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Remediation 	Formative: Teacher Observation Q&A
	Purpose: To provide the students the opportunity to remediate their weaknesses in preparation for retesting			Summative:
Weds	Standard(s): SSWH 8 Describe the diverse characteristics of societies in Central and South America SSWH 10 Analyze the causes and effects of exploration and expansion in to the Americas, Africa and Asia.	Do Now: Guided Instruction (We do)-5 min quick study Opening: Focused Instruction (I do)- Review test procedures Work Session: Independent Learning (You do alone)- Complete Unit retest Closing: Guided Instruction (We do)- Did you do better on the retest? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A
	Purpose: To provide the students an opportunity to validate their remediation for the retest			Summative: Unit Exam (8 & 10) Retest

Thurs	Standard(s): SSWWH 13 Examine the intellectual, political, social and economic factors that changed the worldview of Europeans from the sixteenth century CE/AD to the late eighteenth century CE/AD. a. Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European worldview.	Do Now: Guided Instruction (We do)- Who argued that the sun was the center of the universe Opening: Focused Instruction (I do)- Introduce new GSE and element; assist as needed Work Session: Collaborative Learning (You do together)- in pairs, complete graphic organizer on scientific contributions Closing: Guided Instruction (We do)- Which contribution was my have been the most important? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Graphic Organizer 	Formative: Teacher Observation Q&A Graphic Organizer
	Purpose: To provide the students the information needed to complete a graphic organizer reflecting scientific contributions of Europe during 16 th to 18 th centuries			Summative:
Fri	Standard(s): SSWWH 13 Examine the intellectual, political, social and economic factors that changed the worldview of Europeans from the sixteenth century CE/AD to the late eighteenth century CE/AD. b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire and Rousseau, and their relationship to politics and society.	<p style="text-align: center;">SUBSTITUTE</p> Do Now: Guided Instruction (We do)- Prepare handouts and graphic organizers for work session Opening: Focused Instruction (I do)- substitute explains work session requirements Work Session: Independent Learning (You do alone)- complete graphic organizer on the main ideas of the Enlightenment OR Collaborative Learning (You do together)- in pairs, complete graphic organizer on the main ideas of the Enlightenment Closing: Guided Instruction (We do)- Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Graphic Organizer 	Formative: Teacher Observation Q&A Graphic Organizer
	Purpose: To provide the students the information needed to complete a graphic organizer on the major ideas of the Enlightenment			Summative: